

## WEST OAK MIDDLE

501 Westminster Hwy  
Westminster, SC 29693

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	808 Students	
<b>Principal</b>	Jami L. Verderosa	864-886-4525
<b>Superintendent</b>	Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Excellent
2009	Average	Average
2008	Below Average	At-Risk
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

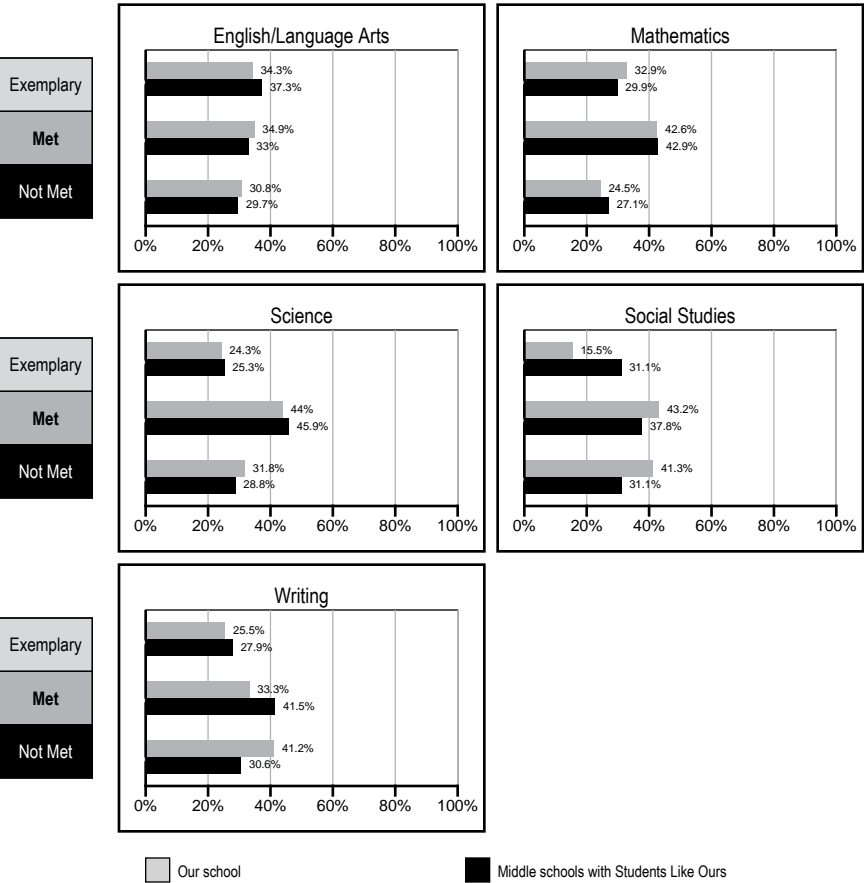
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	17	38	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.7%	97.3%
English 1	50.0%	96.4%
Biology 1/Applied Biology 2	N/A	87.5%
Physical Science	N/A	78.4%
US History and the Constitution	N/A	N/A
All Subjects	93.9%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=808)				
Students enrolled in high school credit courses (grades 7 & 8)	53.3%	Down from 61.1%	24.1%	24.5%
Retention rate	1.4%	Up from 0.7%	0.8%	0.7%
Attendance rate	95.6%	Up from 94.7%	95.8%	95.9%
Served by gifted and talented program	20.1%	Up from 18.1%	20.8%	17.8%
With disabilities other than speech	13.0%	Down from 15.3%	10.2%	9.2%
Older than usual for grade	1.1%	Down from 1.2%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.0%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	64.3%	Down from 67.9%	61.4%	60.0%
Continuing contract teachers	91.1%	Up from 87.5%	87.2%	82.6%
Teachers returning from previous year	90.6%	N/A	87.5%	85.6%
Teacher attendance rate	95.7%	Down from 98.2%	95.4%	95.3%
Average teacher salary*	\$47,276	Up 1.6%	\$46,623	\$46,300
Professional development days/teacher	20.3 days	Up from 8.2 days	10.2 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.6 to 1	22.5 to 1	21.5 to 1
Prime instructional time	90.0%	Down from 91.7%	90.0%	90.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	Down from 95.6%	99.4%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,518	Down 3.2%	\$7,407	\$7,634
Percent of expenditures for instruction**	65.1%	Down from 66.3%	64.5%	64.0%
Percent of expenditures for teacher salaries**	63.1%	Down from 63.8%	62.5%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

West-Oak Middle has just completed its fourth year. We are committed to providing diverse learning experiences that teach critical and creative thinking, so that our students will become productive, competent, and responsible lifelong learners. Our students are afforded the opportunity to experience the highest levels of course work available. In addition, our students are required to take two exploratory classes each day. We also feel it is critical that students participate in a variety of exploratory classes such as Art, Band, Chorus, Strings, PE, and Gateway to Technology, Keyboarding, Computer Applications, Spanish, Web Design, Journalism and Yearbook. We also offer a number of athletic programs at the middle school level which include Football, Girl's and Boy's Basketball, Cheerleading, Volleyball, Wrestling, and Baseball.

Looking back on this year, we are very proud of our many accomplishments. We are in our fourth year as a Making Middle Grades Work School and will continue to focus on the ten key practices of that program. We hosted a new parent night called "Fall in to Literacy" We also hosted a parent/student orientation night for our rising sixth graders called "Step Up To Sixth Grade". West Oak Middle School was awarded the Palmetto Gold Award for their 2010 PASS scores. This program reflects a fundamental belief that all schools, regardless of their socioeconomic status and geographic location, can improve toward high academic standards and excellence and that all children can learn at high levels. Schools are recognized not only for high levels of student academic achievement, but also for efforts that result in exemplary improvement.

Our Positive Behavior Intervention Support Program is a pro-active approach which research has shown to decrease discipline referrals while increasing student achievement. As the name implies, our school focused on positive student behavior rather than negative behavior. We applied and were awarded Banner status for our PBIS program.

A comprehensive remediation program in the areas of both Math and English/Language Arts are available to our students during the school day. Our teachers also offer additional tutorial hours before and after school for the students. We have a full-time Reading and Math Strategist teacher. We offer Pre-Algebra to our accelerated sixth grade math students and Algebra 1 and Geometry to our accelerated seventh and eighth grade students. Students can leave West Oak Middle School with four high school credits.

High expectations remain a commitment at WOMS. Our students engage in an abundance of academic activities, demonstrating excellence in areas such as the School and District Spelling Bee, Lieutenant Governor's Essay Contest, Rotary and Memorial Day Essay Contest as well as various Art Contest and Music Concerts and Competitions. Our goal is for every student at West-Oak Middle School to thrive academically, socially, and emotionally while developing the assets necessary to become reflective, productive and responsible citizens.

Jami L. Verderosa, Principal  
Jill Neave, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	213	134
Percent satisfied with learning environment	94.7%	71.1%	84.0%
Percent satisfied with social and physical environment	96.5%	80.0%	85.6%
Percent satisfied with school-home relations	82.5%	86.7%	71.0%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	801	99.9	31	34.8	34.2	79.4	83	82.4	Yes	Yes
<b>Gender</b>										
Male	403	100	36.7	35.4	27.8	73.2	78.7	78.7	N/A	N/A
Female	398	99.8	25.3	34.3	40.4	85.4	87.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	730	99.9	30.2	34.8	35	79.9	85.1	88.9	Yes	Yes
African American	41	100	50	27.5	22.5	67.5	72.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	93	I/S	I/S
Hispanic	30	100	22.2	48.1	29.6	85.2	75.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	83	I/S	I/S
<b>Disability Status</b>										
Disabled	128	100	63	30.3	6.7	57.1	53.2	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	26.1	52.2	21.7	78.3	74.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	462	100	40.9	37.5	21.7	73.4	76.9	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	801	99.9	25	42.4	32.6	84.1	83.7	81.9	Yes	Yes
<b>Gender</b>										
Male	403	100	29.9	40.9	29.1	80.3	81.4	79.9	N/A	N/A
Female	398	99.8	20.2	43.7	36.1	87.7	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	730	99.9	24.7	41.4	33.9	83.8	85.9	88.9	Yes	Yes
African American	41	100	37.5	50	12.5	80	69.8	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	94.6	I/S	I/S
Hispanic	30	100	14.8	55.6	29.6	96.3	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	128	100	58.8	37	4.2	58	53.2	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	17.4	60.9	21.7	95.7	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	462	100	34.3	44.7	21	77.9	77.4	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	531	98.7	31.6	44.1	24.2	68.4	69.2	68.6
Gender								
Male	263	97.7	33.7	43.4	22.9	66.3	68	68.3
Female	268	99.6	29.7	44.9	25.5	70.3	70.5	68.9
Racial/Ethnic Group								
White	490	98.8	30.8	44.3	24.9	69.2	74.3	80.7
African American	24	95.8	45.5	36.4	18.2	54.5	44.2	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	68	85.3
Hispanic	17	100	37.5	50	12.5	62.5	52	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	89	96.6	64.3	31	4.8	35.7	39.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	10	I/S	50	42.9	7.1	50	46.9	60.7
Socio-Economic Status								
Subsidized meals	294	98.3	43.1	41.3	15.7	56.9	59.1	57.3

Social Studies

All Students	536	99.4	41.6	43	15.4	58.4	70.1	72.5
Gender								
Male	271	99.3	41.9	38.1	20	58.1	70.3	72
Female	265	99.6	41.3	47.9	10.8	58.7	69.9	73.1
Racial/Ethnic Group								
White	478	99.4	39.6	44.4	16	60.4	72.8	81
African American	35	100	65.7	25.7	8.6	34.3	57.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	89
Hispanic	23	100	45.5	40.9	13.6	54.5	60.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	73.5
Disability Status								
Disabled	80	98.8	74.7	24	1.3	25.3	40.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	16	100	52.6	36.8	10.5	47.4	62	69.7
Socio-Economic Status								
Subsidized meals	316	99.7	52.5	38.7	8.9	47.5	60.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	253	99.6	40.9	33.5	25.6	59.1	71.3	73.2	95.6	96.3
Gender										
Male	127	100	56.8	28	15.3	43.2	64	67.2	95.7	96.3
Female	126	99.2	25.8	38.7	35.5	74.2	78.6	79.4	95.6	96.3
Racial/Ethnic Group										
White	233	100	41.1	31.7	27.2	58.9	73.3	81.5	95.5	96.1
African American	8	I/S	I/S	I/S	I/S	I/S	64.3	61.3	97.2	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	98.1
Hispanic	12	91.7	I/S	I/S	I/S	I/S	57.8	66.7	96.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.6
Disability Status										
Disabled	35	100	N/AV	N/AV	N/AV	25	23.6	26	94.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.3
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	55.8	65.7	97.6	97.1
Socio-Economic Status										
Subsidized meals	150	99.3	53.2	32.6	14.2	46.8	60.5	63.2	95	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	273	100	24.9	37.5	37.5	75.1
	7	256	100	28.7	37.7	33.6	71.3
	8	275	99.6	37.5	28.6	33.8	62.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	277	99.6	32.7	33.8	33.5	67.3
	7	264	100	26.5	33.9	39.7	73.5
	8	260	100	33.7	37	29.3	66.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	273	99.6	24.2	44.6	31.2	75.8
	7	256	100	24.3	44.9	30.8	75.7
	8	275	99.6	33.1	43.9	23	66.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	277	99.6	23.8	45.4	30.9	76.2
	7	264	100	22.2	39.7	38.1	77.8
	8	260	100	29.3	41.9	28.9	70.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	138	100	35.1	53.4	11.5	64.9
	7	255	99.6	33.5	55.1	11.4	66.5
	8	138	99.3	34.1	38.5	27.4	65.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	98.6	39.1	56.4	4.5	60.9
	7	264	100	28	38.5	33.5	72
	8	129	96.1	31.1	42.6	26.2	68.9

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I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	136	100	26.7	56.5	16.8	73.3
	7	255	99.6	50.6	34.3	15.1	49.4
	8	136	100	32.1	38.1	29.9	67.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	98.6	34.1	55.1	10.9	65.9
	7	264	100	48.2	35.4	16.3	51.8
	8	130	99.2	36.3	45.2	18.5	63.7
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	273	98.5	26.5	36.5	36.9	73.5
	7	261	98.9	28.1	43.4	28.5	71.9
	8	276	98.9	28	42.2	29.9	72
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	253	99.6	40.9	33.5	25.6	59.1

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